

**General Education Committee  
Minutes**

October 13, 2014

<b>Present:</b>	Mark Jacobson	Bernie Quetchenbach
	Melinda Tilton	Kurt Toenjes
	Mike Havens	Jennifer Lynn
	Tom Regele	Leanne Gilbertsen
	Rosemarie Dugi	Scott Harris
	Elizabeth Fullon	TyRee Jenks
	Carissa Sorenson (student)	Kirtlye Schuman (ex-officio)
	Florence Garcia (ex-officio)	Matt Redinger (ex-officio)

<b>Absent:</b>	Matthew Queen	Jodi Lightner*
	Patricia Nichols*	

\*excused

**Guest:** Bruce Brumley

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Kurt Toenjes called the meeting to order at 3:00 p.m. in McMullen 305.

The minutes of September 8 were accepted as presented.

**I. DISCUSSION/ACTION ITEMS**

**A. COMPASS Test Resolution: Discussion with Bruce Brumley, Academic Senate Chair**

Mr. Brumley stated that since there has been a lot of interest and confusion in the topic, he came to get the word of the Committee, that the GEC recommends not using the COMPASS test as a means to challenge writing courses. If more sections of writing courses are needed, the Chancellor has agreed to find funding for additional sections. The writing faculty also agree that there are enough part-time instructors in the area to handle additional sections of WRIT 101.

It was stated that the GEC was unanimous that the Committee is opposed to using the COMPASS test as a challenge for writing courses.

It was noted that the COMPASS test does not test for competency. If we don't use the COMPASS test, the writing faculty will need a test for challenge students, and it would most likely be a writing sample.

It was further suggested that a two-tier exam could be used. If a student wishes to challenge WRIT 101, the student must first take the COMPASS test and score a 99%. Then, if that first requirement is met, the student may take the second test, devised by the writing faculty. We don't have to advertise to students that if they score 99% on the COMPASS that they *should* challenge WRIT 101.

It was noted that the English Department would like to have a block of time, early in the semester, so several part-time faculty could administer challenge testing to students who request it.

#### **B. Gen Ed Assessment Conference in Spring: Sending a team**

Mike Havens indicated he would be interested in attending again. Details will be brought to the next meeting.

#### **C. The Reduced Gen Ed Core (31 credits): How is it working?**

Departments are still working on what to do with the free 6 credits from the reduction of Gen Ed. Many disciplines are adding a writing course from their departments, or working with English to use existing courses. There has also been discussion of special sections of writing courses that are for specific majors. However, if special sections are set up for majors, that may cause an issue with a student's plan of study if the student cannot get into that special section.

History has added a new, 200-level HSTA writing course. Modern Languages already requires two writing courses in the major. English started a new course on writing about literature. Math is currently discussing a writing course, but has taken no action yet. Communication is talking about beefing up a prerequisite course that all majors take, to include more writing. Business already requires students to take the Economics course in Gen Ed, but they are talking about adding a writing course. Art may employ a writing-about-art course. City College is talking about requesting a variance for the A.S. degrees that would allow students to take two physical science courses, rather than one life science and one physical science.

It was noted that the enrollments for the writing courses have dropped by about a third this semester. The Gen Ed credit change made a huge impact.

It was suggested that the Committee could go back and re-examine the outcomes for Gen Ed. It was noted that the Chancellor's student success initiative is delayed at this time, but when it gets rolling, part of the initiative will be a re-examination of what Gen Ed is. It will touch all areas of the University.

#### **D. ETS Test**

The Academic Senate should have this discussion item on their next agenda. Making the test a graduation requirement is probably the best option. Including the paper certificate that the

student receives after completing the online ETS test in each student's graduation packet might work best. However, we still have to administer the paper test to as many students as possible in both Fall and Spring semesters this year.

The meeting adjourned at 4:02 p.m.

Respectfully submitted, Rita J. Rabe Meduna.